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ABSTRACT

This press package provides data about the operations of the Houston Independent School District (HISD). The information is presented to compare test results among schools that are predominately Black, White, and Hispanic. The test results are broken down into three subject areas: reading, math, and writing. Other figures offer information on average SAT test scores, teacher-student ratios, teacher and student ethnicity, and Texas dropout rates, with a more detailed ethnic breakdown for Harris County dropouts. The statistical information is offered to support accompanying recommendations by the Association for the Advancement of Mexican Americans (AAMA). The recommendations urge HISD administrators to explore ways to work with youth who have dropped out of the public school system and to address the needs of high-risk students still attending school. AAMA also calls for changes allowing teachers, parents, and community members to take a more active role in HISD operations. The group seeks stronger bilingual and college preparation programs for Hispanic students and an increase in the number of Hispanic teachers. The organization also recommends breaking the HISD into smaller districts. The document includes a brief address by AAMA executive director Richard R. Farias, and his biographical sketch. (TES)

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AAMA PRESS CONFERENCE ON HISD

NOVEMBER 21, 1989

Association For the Advancement of Mexican Americans

Press Conference on the

Houston Independent School District

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12/22/89

ASSOCIATION FOR THE ADVANCEMENT OF MEXICAN AMERICANS

EDUCATIONAL SERVICES • SOCIAL SERVICES • COMMUNITY DEVELOPMENT

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PROGRAM

AAMA PRESS CONFERENCE ON HISD

NOVEMBER 21, 1989

I.	WELCOME:	MR. GILBERT MORENO PRESIDENT AAMA BOARD OF DIRECTORS
II.	INTRODUCTION:	MR. RICHARD FARIAS EXECUTIVE DIRECTOR AAMA
III.	STATISTICAL DATA:	DR. DOROTHY F. CARAM,CEO WEB - CARE SERVICES, INC. MR. GILBERT MORENO PRESIDENT AAMA BOARD OF DIRECTORS
IV.	STATUS REPORT:	MR. RICHARD FARIAS EXECUTIVE DIRECTOR AAMA
V.	RECOMMENDATIONS:	
VI.	QUESTION & ANSWER:	RACHEL HERNANDEZ PRESIDENT STUDENT COUNCIL GEORGE I. SANCHEZ SCHOOL MARDONIO BERNAL GRADUATE GEORGE I SANCHEZ SCHOOL

GOOD AFTERNOON

THE ASSOCIATION FOR THE ADVANCEMENT OF MEXICAN AMERICANS HAS CALLED THIS PRESS CONFERENCE IN RESPONSE TO WHAT WE FEEL IS A VERY VOLATILE SITUATION IN THE COMMUNITY. THE SITUATION HAS ARISEN DUE TO INADEQUACIES THAT EXIST IN EDUCATIONAL OPPORTUNITIES FOR HISPANIC YOUTH IN HISD.

IT IS OUR INTENT TO PROVIDE THE HISD ADMINISTRATION AND BOARD OF TRUSTEES WITH RECOMMENDATIONS WHICH WE BELIEVE WILL HELP ALLEVIATE SOME OF THE INADEQUACIES WHICH ARE PREVALENT WITHIN THE HISD SYSTEM.

THE PRECEDENT FOR OUR ACTION TODAY WAS SET IN 1973, WHEN THE GEORGE I. SANCHEZ SCHOOL WAS ESTABLISHED IN RESPONSE TO THE SEVERE DROP OUT PROBLEM THAT EXISTED THEN AND WHICH TODAY HAS REACHED EPIDEMIC PROPORTIONS.

OVER THE LAST NINETEEN YEARS AAMA, BY DESIGN, HAS NOT BEEN IN THE LIME LIGHT. RATHER, WE HAVE LET OUR ACTIONS SPEAK FOR THEMSELVES. OUR EFFORTS HAVE INCLUDED COMBATING THE PROBLEMS OF INHALANT ABUSE, DELINQUENCY, CHILD ABUSE AND NEGLECT, AND WORKING WITH RUNAWAY AND HOMELESS YOUTH. IN RESPONSE TO THE INCREASED SOCIAL ILLS THAT HAVE PLAQUED THE COMMUNITY, AAMA HAS PUT INTO ACTION PROGRAMS WHICH ALSO ADDRESS THE AIDS EPIDEMIC, ADULT LITERACY, AND MORE RECENTLY THE PROBLEMS OF AFFORDABLE HOUSING AND ECONOMIC DEVELOPMENT.

STILL, THE CORNERSTONE OF THE AGENCY CONTINUES TO BE THE GEORGE I. SANCHEZ SCHOOL AND OTHER EDUCATIONAL INITIATIVES WHICH HAVE FOCUSED PRIMARILY ON HISPANIC YOUTH FOR THE LAST 16 YEARS.

IT IS BECAUSE OF OUR LONG ESTABLISHED RECORD OF WORKING IN THE EDUCATIONAL ARENA, THAT WE BELIEVE TO BE UNIQUELY QUALIFIED TO ISSUE A STATUS REPORT ON HISD, HIGHLIGHTED WITH RECOMMENDATIONS, WHICH IF TAKEN SERIOUSLY BY HISD CAN SERVE TO HAVE AN IMMEDIATE POSITIVE IMPACT ON THE EDUCATION OF OUR YOUTH.

Biographical Sketch

Name: RICHARD R. FARIAS Dob: October 2, 1947
Title: EXECUTIVE DIRECTOR
Agency: ASSOCIATION FOR THE ADVANCEMENT OF MEXICAN AMERICANS (AAMA)
Education: BA DEGREE, MAJOR - Social Rehabilitation and Social Services
Sam Houston State University, Huntsville, Texas
Master of Arts, Criminology and Corrections (thesis pending)
Sam Houston State University, Huntsville, Texas

Experience:

1986 - Present

Have served as Executive Director of AAMA for the past three years. The Agency is a community based, non-profit organization which provides educational and social services to the primarily Hispanic community of Houston. AAMA which incorporated in 1970, has become the most diversified CBO in Houston. It's programs address the following:
The George I. Sanchez High school; a fully accredited high school specifically for providing a 'second chance' to youth who have dropped out of the public school system or who have been expelled.

Other programs are a comprehensive substance abuse treatment and prevention program which includes outpatient services, as well as a residential facility for substance abusers. A delinquency prevention project, a foster home program for abused and/or neglected children, an Aids Education and counseling and testing program, a counseling program for runaway youth and their families, an educational guidance and counseling program for at-risk youth, an Eligible Legalized Alien Program providing English as a second language and civics classes, a cultural awareness program, and the AAMA, Community Development Corporation which concentrates on affordable housing and economic development.

1970 - 1986

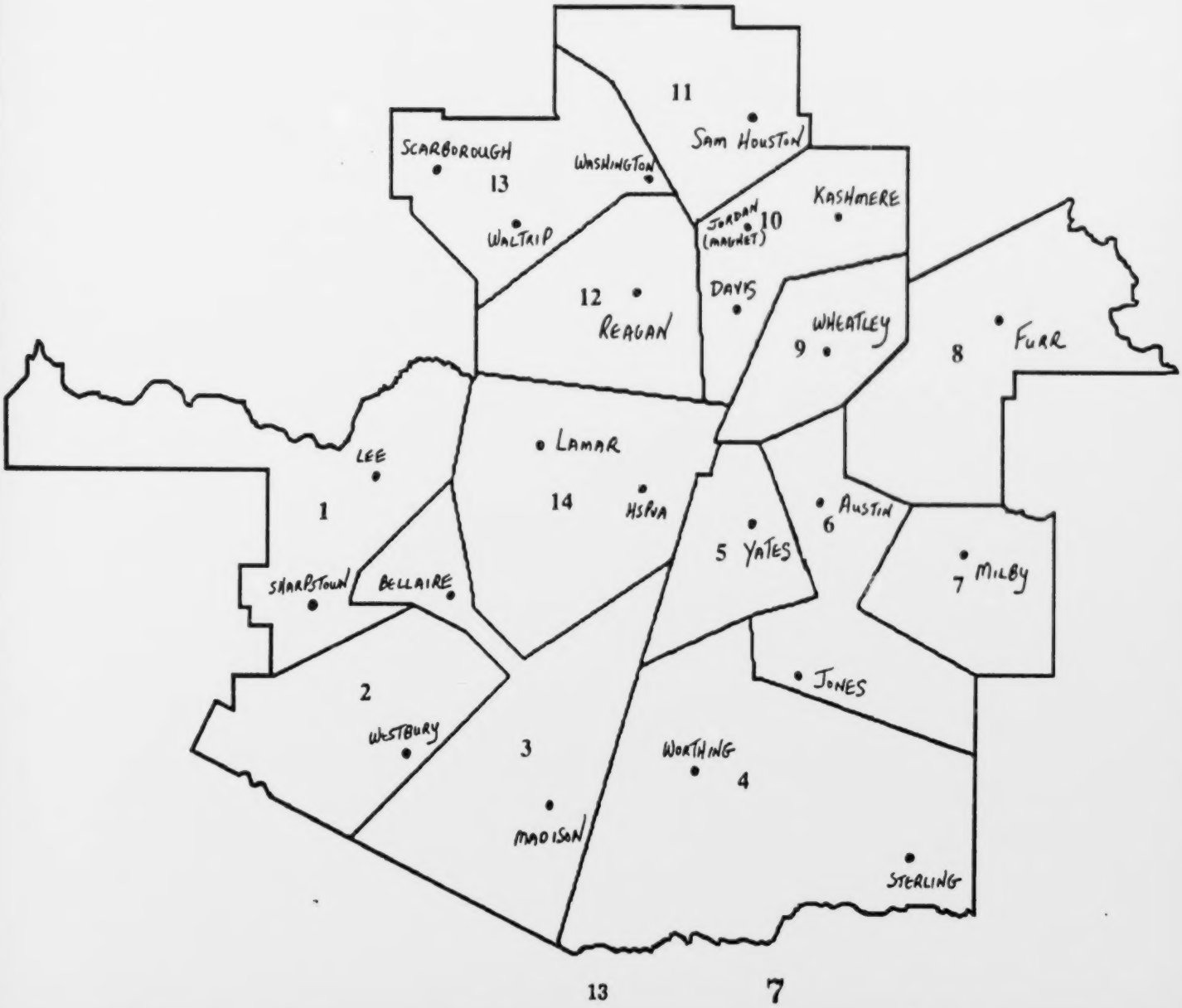
Previous experience of this writer includes sixteen years in the Juvenile Justice System. Served in various capacities including child care worker, Educational Coordinator, Probation Officer, Supervisor. Eight of these 16 years were spent developing special programs for inhalant abusers, and coordinating services with community based organizations.

Affiliations:

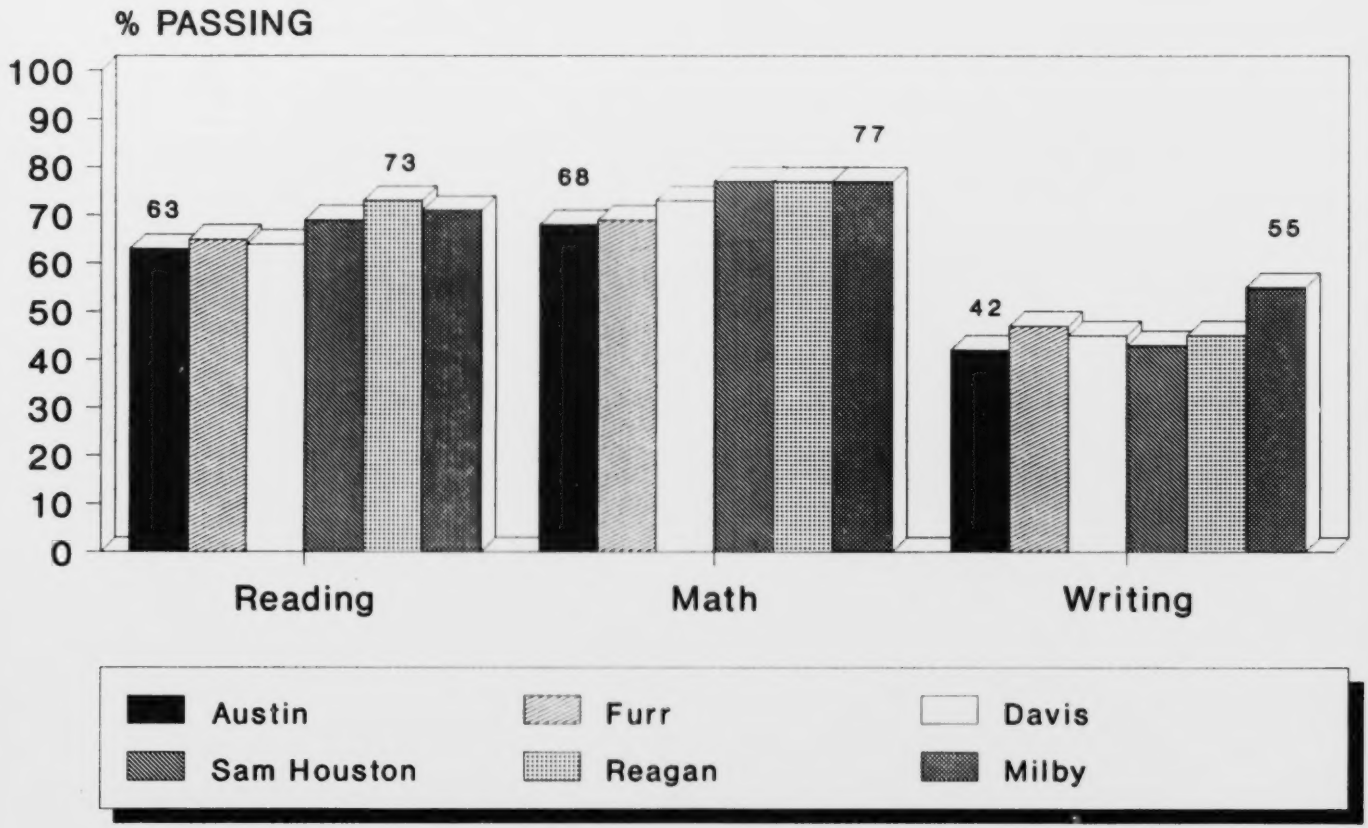
National Council of La Raza, Washington, D.C.
National Urban Coalition, Washington, D.C.
Coalition of Social Services and Mental Health Organizations, Washington, D.C.
Greater Houston Chamber of Commerce Educational Alliance
Mayor's Drug Abuse Task Force
Harris County Juvenile Court Volunteers
Greater Houston Inhalant Abuse Task Force
Houston Council of Hispanic Organizations
Houston Hispanic Chamber of Commerce

The Houston Independent School District

Administrative Districts 1-14

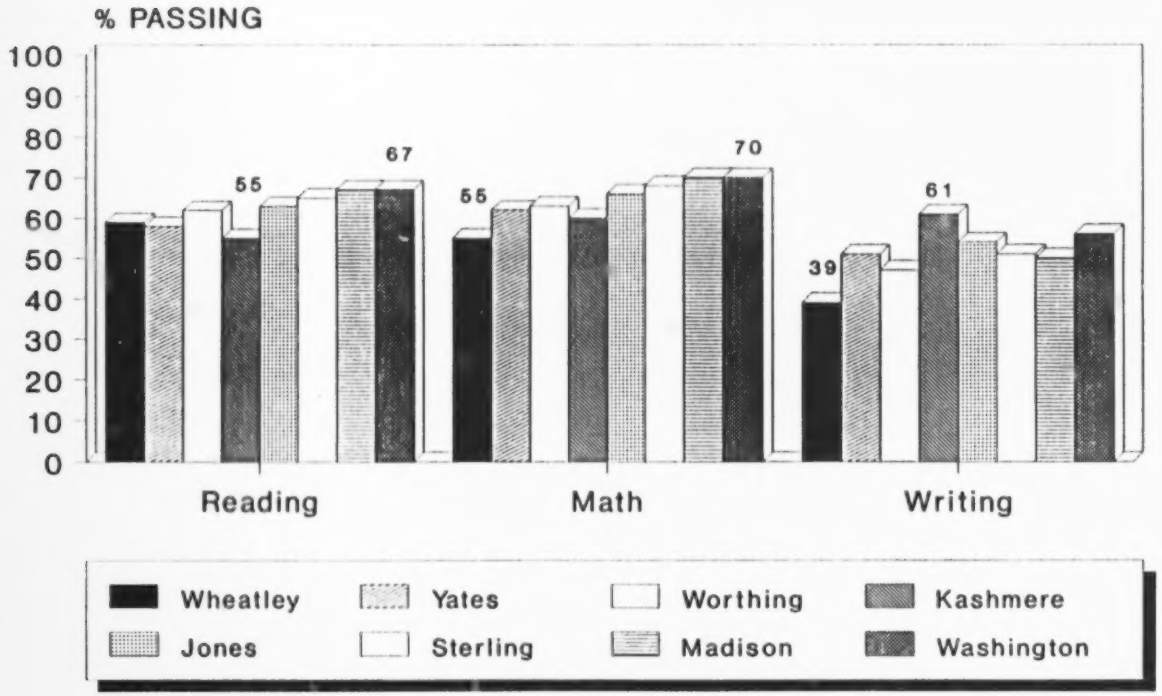


HISD TEAMS RESULTS
PREDOMINATELY HISPANIC HIGH SCHOOLS



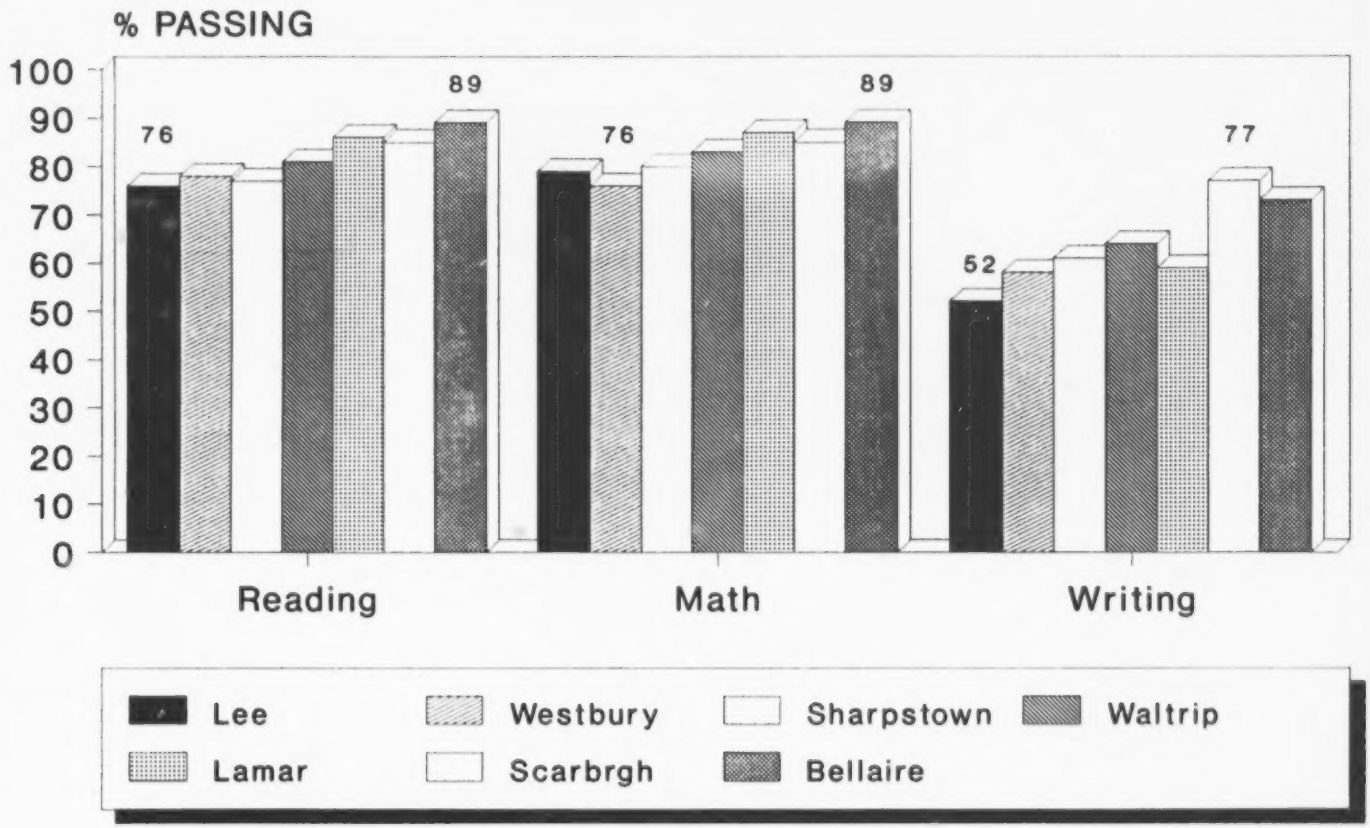
1988 TEAMS TEST - 9TH GRADERS

HISD TEAMS RESULTS
PREDOMINATELY BLACK HIGH SCHOOLS



1988 TEAMS TEST - 9TH GRADERS

HISD TEAMS RESULTS
PREDOMINATELY WHITE HIGH SCHOOLS



1988 TEAMS TEST - 9TH GRADERS

HOUSTON INDEPENDANT SCHOOL DISTRICT

HIGH SCHOOL PROFILES & SELECTED STATISTICS

SUMMARY OF HISD SCHOOLS COMBINED TEAMS SCORES - 9TH GRADERS

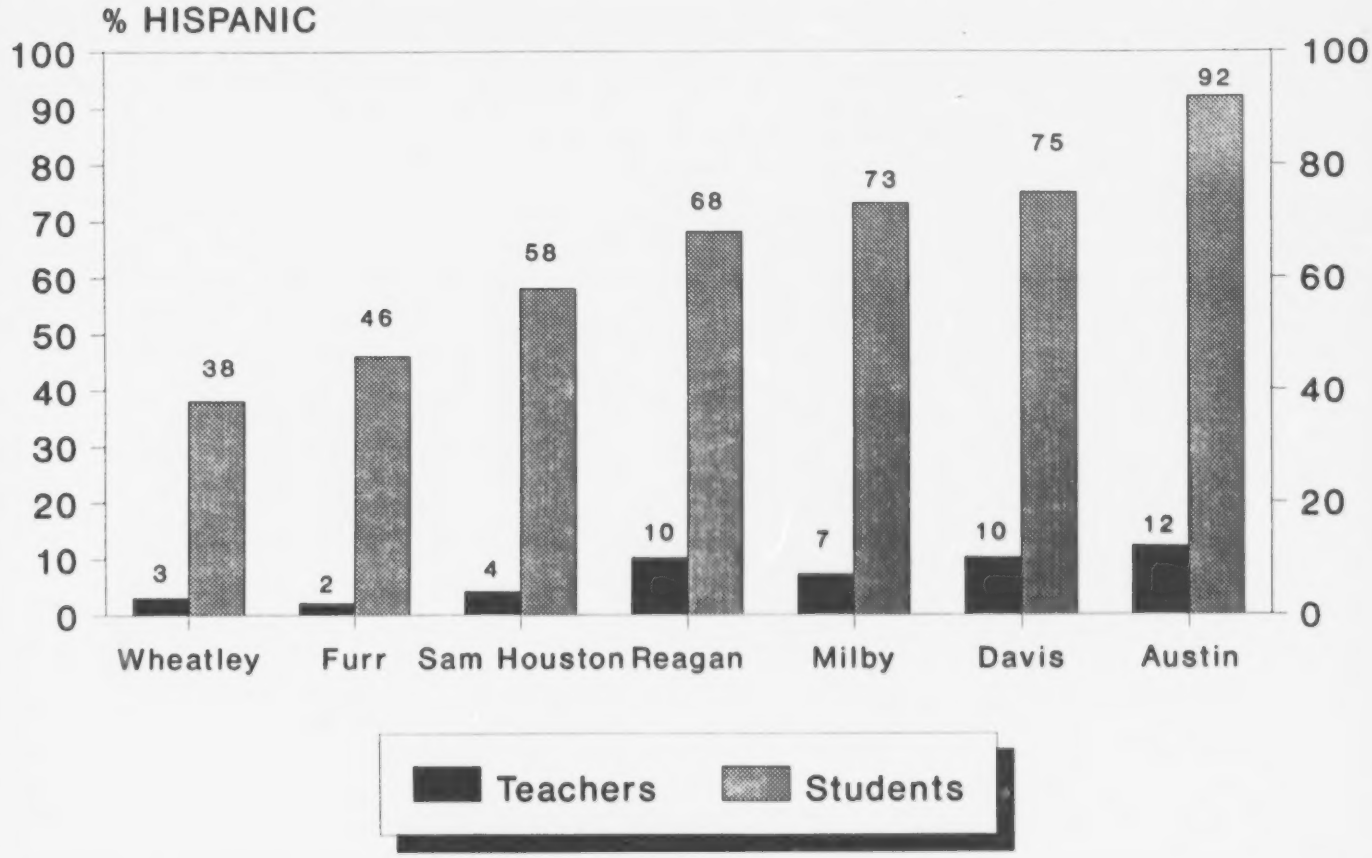
	TEAMS PASSING RATE - 9TH GRADE (1)				SAT TEST (2)	ETHNICITY %			
HIGH SCHOOL	READING	MATH	WRITING	COMBINED	SCORES	WHITE	ASIAN	BLACK	HISPANIC
WHEATLEY	59%	55%	39%	51%	686	**	**	62%	38%
KASHMERE	55%	60%	51%	55%	687	**	**	99%	1%
YATES	58%	62%	51%	57%	668	**	**	97%	2%
WORTHING	62%	63%	47%	57%	683	**	**	97%	2%
JONES	63%	66%	54%	61%	920	5%	2%	89%	4%
STERLING	65%	68%	51%	61%	753	6%	**	89%	5%
MADISON	67%	70%	50%	62%	712	4%	2%	80%	14%
WASHINGTON	67%	70%	56%	64%	939	3%	2%	91%	4%
MEDIAN - BLACK SCHOOLS	62%	63%	51%	57%	687				
AUSTIN	63%	68%	42%	58%	752	2%	1%	5%	92%
FURR	65%	69%	47%	60%	751	14%	**	40%	46%
DAVIS	64%	73%	45%	61%	694	2%	2%	21%	75%
SAM HOUSTON	69%	77%	43%	63%	744	24%	**	18%	58%
REAGAN	73%	77%	45%	65%	823	12%	3%	17%	68%
MILBY	71%	74%	55%	67%	788	11%	4%	12%	73%
MEDIAN - HISPANIC SCHOOLS	65%	73%	45%	61%	752				
LEE	76%	79%	52%	69%	887	46%	6%	17%	31%
WESTBURY	78%	76%	58%	71%	904	37%	5%	44%	14%
SHARPSTOWN	77%	80%	61%	73%	895	49%	15%	22%	14%
WALTRIP	81%	83%	64%	76%	854	35%	1%	30%	34%
LAMAR	86%	87%	59%	77%	920	40%	5%	32%	23%
SCARBOROUGH	85%	85%	77%	82%	849	46%	3%	23%	28%
BELLAIRE	89%	89%	73%	84%	1010	52%	10%	19%	19%
MEDIAN - WHITE SCHOOLS	77%	80%	59%	73%	887				

** - INDICATES LESS THAN 1% OF STUDENT POPULATION

(1) - REPRESENTS % OF STUDENTS PASSING TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS (TEAMS) TEST. COMBINED SCORE REPRESENTS AVERAGE OF THREE SUBTESTS (READING, WRITING, AND MATH) TAKEN IN 1988. STATISTICS DERIVED FROM HISD 1988/1989 DISTRICT & SCHOOL PROFILES.

(2) - REPRESENTS 1988 MEAN SCALE SCORE ON SCHOLASTIC APTITUDE TEST (SAT) FOR 12TH GRADERS.

HISD HIGH SCHOOLS
HISPANIC TEACHER/STUDENT RATIOS



TEACHING FACULTY AS OF DECEMBER 31, 1988

HOUSTON INDEPENDANT SCHOOL DISTRICT

HIGH SCHOOL PROFILES & SELECTED STATISTICS

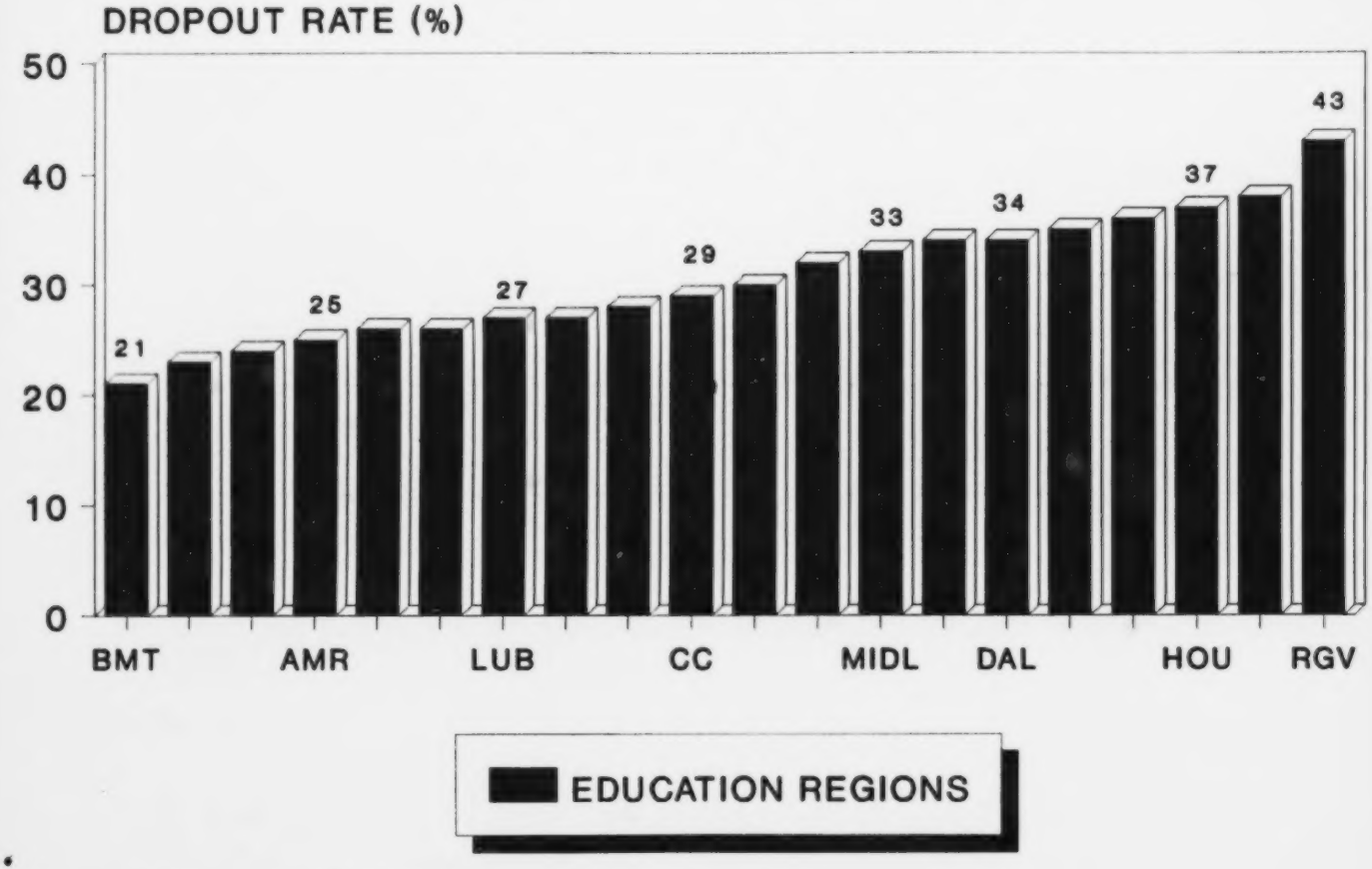
SUMMARY OF HISD HIGH SCHOOLS STUDENT & FACULTY POPULATIONS

	STUDENT POPULATION					FACULTY POPULATION					
HIGH SCHOOL	TOTAL NUMBER OF STUDENTS	ETHNICITY % WHITE	ASIAN	BLACK	HISPANIC	TOTAL NUMBER OF TEACHERS	ETHNICITY % WHITE	ASIAN	BLACK	HISPANIC	TOTAL NUMBER OF HISPANIC TEACHERS
KASHMERE	1,193	**	**	99%	1%	72	31%	0%	63%	6%	4
YATES	2,178	**	**	97%	2%	116	36%	3%	59%	2%	2
WORTHING	1,485	**	**	97%	2%	95	28%	2%	66%	4%	4
WASHINGTON	1,564	3%	2%	91%	4%	81	47%	2%	49%	2%	2
JONES	1,399	5%	2%	89%	4%	83	45%	4%	46%	5%	4
STERLING	1,711	6%	**	89%	5%	86	37%	1%	62%	0%	0
MADISON	1,773	4%	2%	80%	14%	85	41%	2%	56%	1%	1
WHEATLEY	944	**	**	62%	38%	72	36%	3%	58%	3%	2
TOTALS - BLACK SCHOOLS	1,531					690				3%	19
FURR	1,075	14%	**	40%	46%	55	59%	0%	39%	2%	1
SAM HOUSTON	2,653	24%	**	18%	58%	134	58%	1%	37%	4%	5
REAGAN	1,847	12%	3%	17%	68%	94	50%	6%	34%	10%	9
MILBY	3,289	11%	4%	12%	73%	164	58%	2%	33%	7%	11
DAVIS	1,527	2%	2%	21%	75%	82	51%	2%	37%	10%	8
AUSTIN	2,881	2%	1%	5%	92%	134	56%	1%	31%	12%	16
TOTALS - HISPANIC SCHOOLS	2,212					663				8%	52
SHARPSTOWN	1,638	49%	15%	22%	14%	81	65%	1%	32%	2%	2
WESTBURY	1,860	37%	5%	44%	14%	100	59%	0%	39%	2%	2
BELLAIRE	2,861	52%	10%	19%	19%	127	66%	1%	28%	5%	6
LAMAR	2,446	40%	5%	32%	23%	117	65%	2%	27%	6%	7
SCARBOROUGH	967	46%	3%	23%	28%	49	63%	2%	29%	6%	3
LEE	2,631	46%	6%	17%	31%	119	59%	0%	35%	6%	7
WALTRIP	1,768	35%	1%	30%	34%	83	60%	0%	36%	4%	3
TOTALS - WHITE SCHOOLS	2,024					676				4%	30
TOTALS - DISTRICT WIDE	39,690					2,029				5%	101

** - INDICATES LESS THAN 1% OF STUDENT POPULATION

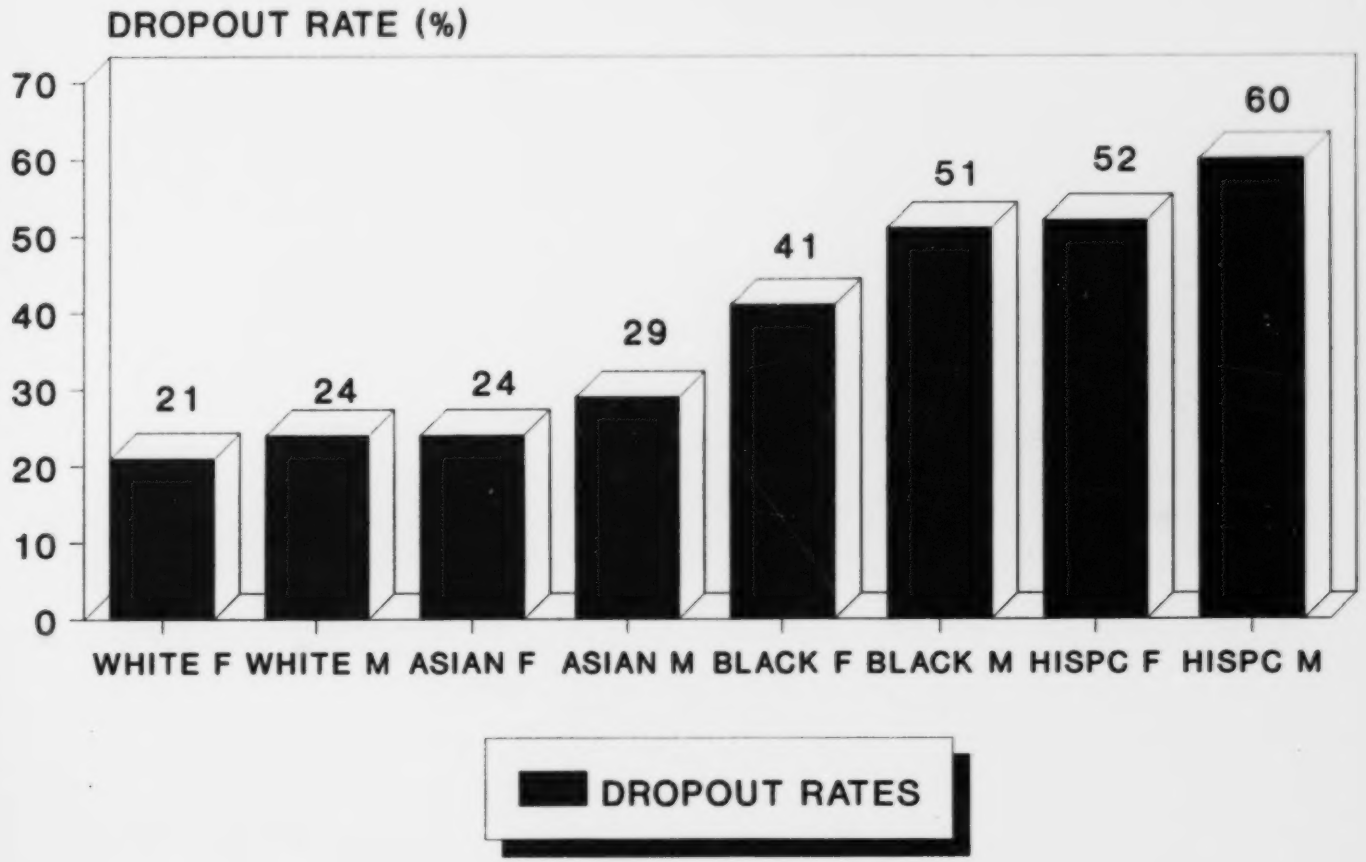
NOTE: STATISTICS DERIVED FROM HISD 1988/1989 DISTRICT & SCHOOL PROFILES.

TEXAS DROPOUT RATES
1982-83 to 1985-86



IDRA FINDINGS - DROPOUT SURVEY PROJECT

HARRIS COUNTY DROPOUT RATES
1988-89 ETHNIC BREAKDOWNS



TEXAS DROPOUT RATES

BY EDUCATION SERVICE CENTER REGION

1982-83 TO 1985-86

REGION	EDUCATION CENTER	TOTAL DROPOUTS	DROPOUT RATE
REGION 1	S TEXAS (EDINBURG)	7,523	43%
REGION 2	CORPUS CHRISTI	2,291	29%
REGION 3	VICTORIA	932	23%
REGION 4	HOUSTON	20,315	37%
REGION 5	BEAUMONT	1,471	21%
REGION 6	HUNTSVILLE	2,857	34%
REGION 7	E TEXAS (KILGORE)	3,198	27%
REGION 8	NE TEXAS (MT PLEASANT)	974	24%
REGION 9	WICHITA FALLS	804	26%
REGION 10	DALLAS	12,214	34%
REGION 11	FORT WORTH	6,551	30%
REGION 12	WACO	1,955	26%
REGION 13	AUSTIN	5,147	35%
REGION 14	ABILENE	1,045	28%
REGION 15	SAN ANGELO	1,331	32%
REGION 16	AMARILLO	1,419	25%
REGION 17	LUBBOCK	1,617	27%
REGION 18	MIDLAND	1,958	33%
REGION 19	EL PASO	4,257	38%
REGION 20	SAN ANTONIO	8,199	36%
ALL TEXAS REGIONS		86,058	33%

TABLE 2.2
SUMMARY OF COSTS AND BENEFITS

BENEFIT CATEGORIES

I. Possible savings related to:
Welfare Costs
AFDC Costs ---------- 94.80 million
Food Stamps --------- 158.90 million
Category Total ---------- $253.7 million
Training and Adult Education Costs
Adult Education ----- 4.00 million
JTPA ---------- 8.86 million
Category Total ---------- $12.9 million
Crime and Incarceration Costs
Incarceration
& Post Supervision -- 126.19 million
Judicial Costs ------ 5.88 million
Police Protection --- 116.10 million
Property Loss ------- 119.60 million
Category Total ---------- $367.77 million
Unemployment Insurance & Placement Services
Unemployment Ins. --- 15.73 million
Placement Services -- 1.90 million
Category Total ---------- $17.63 million

TOTAL POSSIBLE SAVINGS IN RELATION
TO SOCIAL EXPENDITURES IN THESE AREAS ---- $652.00 million

II. Possible increase in wages and taxes
Gross Earnings:
Male Dropouts ------ 10.955 billion
Female Dropouts ---- 5.938 billion
Total ---- 16.893 billion
Minus Tax Revenues ------- 5.068 billion
Net Earnings Loss ------ 11.825 billion

TOTAL LOST EARNINGS AND TAX REVENUES ---------- $16.893 billion

TOTAL BENEFIT CATEGORIES I & II -------- $17.545 billion

COST CATEGORIES

Education & Prevention Costs
Cost of completing
high school -------- 913.50 million
Cost of providing
dropout prevention
programs ---------- 331.90 million
Cost of College for
that group that continues
beyond high school - 656.30 million

TOTAL EDUCATION & PREVENTION COSTS ---- $1.90 billion

HISD

Dropout Prevention Strategies	D
Dropout Recovery Initiatives	F
Community Parent Involvement	I
Teams Scores	D
Facilities Renovation	C
Recruitment of Hispanic Faculty	F
Corporate Partnerships	B

RECOMMENDATIONS TO THE SUPERINTENDENT

AND

BOARD OF TRUSTEES OF HISD

I. HISD HAS A NUMBER OF ALTERNATIVE SCHOOLS IN PLACE AS A MEASURE TO DEAL WITH YOUTH AT HIGH RISK OF DROPPING OUT OF THE PUBLIC SCHOOL SYSTEM. IT IS OUR FINDING THAT THESE ALTERNATIVES HAVE NOT BEEN AS SUCCESSFUL AS THEY NEED TO BE. THEREFORE, WE ARE RECOMMENDING THAT HISD IMPLEMENT AN EVALUATION PROCESS WHICH DETERMINES THE STATUS OF THESE ALTERNATIVES, AND THAT THOSE FINDINGS BE PUBLICIZED AND DEFICIENCIES BE EXPEDIENTLY CORRECTED.

II. IN THAT THE DROP OUT PROBLEM IN HISD CONTINUES TO BE OF EPIDEMIC PROPORTIONS, IT IS IMPERATIVE THAT THE SCHOOL DISTRICT ADDRESS THE NEED FOR DROP OUT RECOVERY. ESSENTIALLY, HISD HAS DONE VIRTUALLY NOTHING TO WORK WITH YOUTH WHO DROP OUT. THEREFORE, IT IS OUR RECOMMENDATION THAT THE DISTRICT EXPLORE WAYS TO WORK WITH YOUTH WHO HAVE DROPPED OUT OF THE PUBLIC SCHOOL SYSTEM, AND THAT SERIOUS CONSIDERATION BE GIVEN BY THE BOARD OF TRUSTEES TO SUB-CONTRACT WITH COMMUNITY BASED ORGANIZATIONS TO DELIVER THIS DESPERATELY NEEDED SERVICE.

III. MANY STUDENTS IN THE HISD SYSTEM HAVE SPECIAL NEEDS THAT MUST BE ADDRESSED IF THE STUDENT IS TO GAIN THE KNOWLEDGE TAUGHT. IT IS OUR RECOMMENDATION THAT HISD EMBRACE THE CONCEPT OF ADDRESSING EDUCATION WITH A HOLISTIC MODEL, WHICH ALSO ADDRESSES THE PERSONAL AND SOCIAL NEEDS OF EACH INDIVIDUAL STUDENT. WE RECOMMEND THAT ALL TEACHERS AND

OTHER SCHOOL STAFF WORKING DIRECTLY WITH STUDENTS RECEIVE THE NECESSARY TRAINING TO HELP THEM IDENTIFY THOSE STUDENTS WITH SPECIAL NEEDS AND BE PREPARED TO DEAL DIRECTLY WITH THOSE NEEDS OR AT A MINIMUM REFER THEM TO THE APPROPRIATE SOURCE.

IV. THAT A FORMAL PROCESS BE IMPLEMENTED TO ALLOW PARENTS AND COMMUNITY LEADERS TO PLAY A MORE ACTIVE ROLE IN IMPROVING THE OPERATIONS OF HISD. EFFORTS TO DATE HAVE BEEN INADEQUATE. A FORMAL PROCESS SHOULD INCLUDE PSA'S ON RADIO AND TELEVISION, AS WELL AS ANNOUNCEMENTS IN THE LOCAL NEWSPAPERS.

ALONG THESE SAME LINES, IT IS RECOMMENDED THAT PTA'S BE REVIEWED AND THEIR GOALS AND OBJECTIVES BE CLARIFIED AND THAT ANNOUNCEMENTS OF THEIR ROLE BE HIGHLY PUBLICIZED.

V. THAT HISD BOARD OF TRUSTEES MEETINGS BE HELD AT A TIME AND PLACE WHERE MORE COMMUNITY INVOLVEMENT IS FACILITATED. IT IS RECOMMENDED THAT SUCH MEETINGS BE HELD AFTER 6PM DURING THE WEEK AND/OR ON SATURDAYS AND THAT THEY BE HELD IN THE DIFFERENT GEOGRAPHIC DISTRICTS OF HISD ON A ROTATION BASIS.

ADDITIONALLY, IT IS RECOMMENDED THAT EACH TRUSTEE OF HISD PLAY A MORE ACTIVE ROLE WITHIN THE COMMUNITY AND HOLD SPECIAL MEETINGS WITH THEIR CONSTITUENCY. TRUSTEES MUST BECOME MORE VISIBLE AND MORE ACCOUNTABLE TO THE PEOPLE THEY SERVE.

VI. IN THAT HISD HAS MADE AN EFFORT TO IMPROVE PARENTAL INVOLVEMENT THROUGH THEIR FAIL SAFE PROGRAM, ETC., AAMA IS

RECOMMENDING THAT THESE PROGRAMS BE MADE MORE ACCESSIBLE TO FAMILIES BY EXTENDING THE HOURS OF THE PROGRAM INTO THE EVENING HOURS AND SATURDAYS TO FACILITATE MORE PARENTAL INVOLVEMENT.

ADDITIONALLY, HISD MUST MAKE A MORE CONCERTED EFFORT AT FACILITATING PARENTAL INVOLVEMENT BY HAVING AVAILABLE BI-LINGUAL STAFF WHEN PARENTS DO COME OUT TO THE SCHOOL.

VII. WHILE EDUCATION OF PARENTS MAY NOT BE THE RESPONSIBILITY OF HISD, IT IS RECOMMENDED THAT HISD TAKE A LEAD ROLE IN IDENTIFYING THOSE PARENTS WHO NEED BASIC EDUCATION IN MATH, ENGLISH, AND WRITING SKILLS AND REFER TO APPROPRIATE COMMUNITY AGENCIES. IT IS FURTHER RECOMMENDED THAT HISD ASSIST CBO'S IN IDENTIFYING RESOURCES TO IMPLEMENT PARENT EDUCATION.

VIII. IT IS RECOGNIZED THAT SOME EFFORTS HAVE BEEN MADE TO INCREASE THE NUMBER OF HISPANIC TEACHERS IN HISD, AND THAT SOME 400 NEW HISPANIC TEACHERS HAVE BEEN ADDED IN THE LAST 3 YEARS. YET, THE NUMBER OF HISPANIC TEACHERS IN OUR HIGH SCHOOLS MAKE UP ONLY 5% OF THE FACULTY. IT IS STRONGLY RECOMMENDED THAT EFFORTS AT RECRUITING MORE HISPANIC TEACHERS BE ESCALATED AND INCLUDE STRATEGIES THAT REACHOUT NOT ONLY THROUGHOUT THE STATE OF TEXAS, BUT ALSO EXTEND OUT TO OTHER SOUTHWESTERN STATES WHERE THERE ARE LARGE CONCENTRATIONS OF HISPANICS.

FURTHERMORE, IT IS RECOMMENDED THAT THE MAGNET PROGRAM FOR PROSPECTIVE TEACHERS AT AUSTIN HIGH SCHOOL RECEIVE GREATER

ATTENTION AND THAT PROCEDURES BE IMPLEMENTED FOR FOLLOW UP OF THOSE STUDENTS WHO GRADUATE FROM THAT PROGRAM. SUCH FOLLOWUP SHOULD INCLUDE ASSISTING STUDENTS OBTAIN SCHOLARSHIPS AND/OR LOANS TO ENSURE THEIR ENROLLMENT IN INSTITUTIONS OF HIGHER LEARNING.

IX. TUTORING AND SPECIAL SCHOOLING IS MORE ACCESSIBLE TO MORE AFFLUENT STUDENTS WHO ASPIRE TO ENTER COLLEGE. IT IS RECOMMENDED THAT HISD DEVELOP AND IMPLEMENT PROGRAMS WHICH WILL ASSIST LESS FORTUNATE STUDENTS TO PREPARE FOR COLLEGE ENTRANCE EXAMS. IT IS ALSO RECOMMENDED THAT GUIDANCE COUNSELORS BE MADE AVAILABLE TO THESE STUDENTS AND THAT ASSISTANCE BE PROVIDED IN IDENTIFYING POTENTIAL FUNDING AVAILABILITY.

X. FOR THE PAST 19 YEARS AAMA HAS BEEN WORKING WITH YOUTH FROM HISD. OUR WORK HAS CONSISTED NOT ONLY OF DOING DROP OUT RECOVERY, BUT COUNSELING WITHIN THE SCHOOLS OF HISD. OUR WORK WITH DROP OUT YOUTH HAS INVOLVED AS MANY AS 25 DIFFERENT SCHOOLS WITHIN HISD. MANY OF THOSE STUDENTS HAVE BEEN REFERRED DIRECTLY BY ADMINISTRATORS OF THE SCHOOLS INVOLVED. OUR COUNSELING EFFORTS WHICH ADDRESS THE PROBLEMS OF DRUG ABUSE, AIDS EDUCATION, FAMILY, AND CRISIS INTERVENTION, AND HAVE BEEN PERFORMED AT TEN DIFFERENT SCHOOLS WITHIN HISD. WHILE OUR RESOURCES ARE LIMITED, OUR AGENCY IS PREPARED TO EXPLORE A STRONGER PARTNERSHIP WITH HISD TO FORMALIZE AND CONTINUE OUR EFFORTS.

XI. AAMA APPLAUDS SPECIAL EFFORTS BY HISD IN CREATING PARTNERSHIPS WITH THE CORPORATE COMMUNITY, PARTICULARLY THE EDUCATIONAL PROGRAMS BY SHELL, TENNECO, AND CITICORP. WE RECOMMEND THAT HISD CONTINUE THOSE EFFORTS AND WORK MORE CLOSELY WITH THE GREATER HOUSTON CHAMBER OF COMMERCE TO CONTINUE THE TREND.

XII. THE MERE SIZE OF THE HOUSTON INDEPENDENT SCHOOL DISTRICT HAS RESULTED IN A SYSTEM WHICH IS TREMENDOUSLY DIFFICULT TO MANAGE AND WORSE, HAS RESULTED IN TOO MANY YOUTH FALLING THROUGH THE CRACKS. WHILE WE CAN ACKNOWLEDGE THAT IN 1987, THE GENERAL SUPERINTENDENT AND BOARD OF TRUSTEES ATTEMPTED TO REWORK THE SYSTEM INTO A MORE MANAGEABLE ONE, IT IS CLEAR THAT THE SYSTEM IS STILL NOT WORKING. WE STRONGLY URGE THE BOARD OF TRUSTEES TO SERIOUSLY EXAMINE THE FEASIBILITY OF RESTRUCTURING HISD INTO SMALLER DISTRICTS WHICH PROVIDE GREATER ACCESSIBILITY TO PARENTS AND THE COMMUNITY, WILL BE MORE MANAGEABLE, AND RESULT IN IMPROVING THE OVERALL EDUCATIONAL SYSTEM IN HOUSTON.

WE SINCERELY HOPE THAT THE ABOVE RECOMMENDATIONS ARE ACCEPTED IN THE SPIRIT IN WHICH THEY WERE INTENDED.

PROVIDING A QUALITY EDUCATION TO ALL YOUTH IN HOUSTON IS CLEARLY THE RESPONSIBILITY OF HISD AND WHAT AAMA IS CONCERNED ABOUT. WE WILL CONTINUE TO ASSIST THE DISTRICT IN EVERY WAY POSSIBLE.